

Penn Cambria School District Comprehensive Local Literacy Plan

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Date

Original: April 2013

Revision: May 2016

Lead Writers and Acknowledgements

The District Literacy Team would like to acknowledge the initial funding provided by the Keystones to Opportunity grant for writing this literacy plan. Lead writers include: Jeanette Black, Director of Curriculum and Instruction / Technology Coach and Mandie Manning, Keystones to Opportunity Project Manager / Data Liaison.

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2016 Literacy Team Members

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Section II: Mission and Vision Statements

Penn Cambria School District Mission Statement

Penn Cambria School District will prepare productive citizens in a safe and positive environment that promotes excellence in academics, the arts, and athletics.

Penn Cambria School District Vision Statement

Penn Cambria School District shall deliver the highest standards of teaching to ensure student proficiency and achievement for all students.

Penn Cambria Literacy Mission Statement

In order to prepare students to be productive citizens, Penn Cambria School District must provide students with the varied literacy skills needed to thrive, not only in academics but also in all aspects of their lives.

Penn Cambria Literacy Vision Statement

The Penn Cambria School District literacy plan will provide direction and guidance for literacy efforts encompassing birth through grade 12 within the school district and community. The plan will include a description of current district literacy initiatives, an analysis of strengths and weaknesses, as well as goals and specific action plans for the future of literacy efforts at Penn Cambria.

The Penn Cambria Literacy Mission and Vision Statements clearly compliment the district mission and vision. In order to be productive citizens in the 21st century, students need comprehensive literacy skills and the ability to communicate effectively through reading, writing, speaking and listening. The mission statement references varied literacy skills to communicate that literacy includes not only reading, but also other important communication and information literacy skills necessary for citizens today and in the future. These skills are needed not only in preparing students to be college and career ready, but also to prepare them for life as a member of a democratic community.

Several current literacy initiatives are already in place to support this mission. The district provides a pre-school program for four year olds through the state PA Pre-K Counts program and uses the PA Early Learning Standards as a framework for literacy. In addition, the high school Family and Consumer Science program also provides a pre-school experience for 3-4 year olds. The use of a research-based core reading program at the elementary level provides a framework and consistency for curriculum. In addition, reading interventions are provided for struggling readers at the elementary level. In grades 5-8, a wide-spread culture of reading has been created and sustained through the use of the Accelerated Reader system and a vibrant, active library media center. From grades 5-12, the English Language Arts curriculum is up to date and consistently implemented. Information literacy is a focus in both the library and the technology/computer curriculum at the secondary level.

Penn Cambria will use the literacy plan process to ensure that the highest standards of teaching are provided and that all students obtain proficient literacy skills.

Section III: Guiding Principles

- 1) Literacy is a critical foundation for all learning and serves as a “keystone” for opportunity and success. The Standards for literacy must promote high level learning for all students to ensure that they are prepared to meet the challenges of the 21st Century. Because literacy is an important skill in itself and serves as a tool for learning, it is essential at all levels (birth – Grade 12). Moreover, to enhance literacy learning of students, there must be shared responsibility of educators, parents and caretakers, and the broader community.

At Penn Cambria School District, we believe being truly literate includes not only comprehending but also the ability to use higher order thinking skills including analyzing, conveying, synthesizing, and evaluating information. Since literacy begins at birth and continues throughout life, we must lay a solid foundation, incorporating the building blocks of literacy, and then reinforce and build upon this foundation at all subsequent levels of learning and in all content areas.

Increased collaboration with all stakeholders, including families, will help lay this foundation first by focusing on the importance of speaking, modeling writing, and reading aloud with young children.

The literacy curriculum must include a focus on both task-based and skill-based instruction to best prepare students for the authentic literacy tasks faced in adulthood. The PA Core Standards heavily emphasize the importance of non-fiction reading to prepare students for college and career. Specific strategies for reading non-fiction must be explicitly taught.

The What Works Clearinghouse Practice Guides addressing improving adolescent literacy, improving comprehension in grades K-3, and assisting struggling readers in the primary grades all include specific recommendations for explicit comprehension strategy instruction. While it is important for teachers to be unique individuals and provide instruction that is varied to meet the needs of students, there must also be a consistent, effective literacy curriculum implemented in all classrooms across all grade levels in order to ensure that all students are able to meet the rigorous PA Core standards in English Language Arts.

In addition, there is a need for discipline specific literacy strategies with a focus on using literacy to learn content. With rapidly evolving communication and technology, the specific skills needed to be productive citizens of the future may be a bit unclear. However, students will still be asked to communicate effectively in speaking and writing as well as to read new information (digital or otherwise) to learn. Learning throughout a life time continues and is often a direct result of individual reading of content. Therefore, all teachers have a responsibility to strengthen the content-specific literacy skills of their students; and there must an expectation that all classrooms will incorporate literacy to learn. It is also imperative that all teachers are provided with professional development and support so that effective literacy strategies are implemented district-wide.

- 2) Student learning, motivation, and access to education opportunities are increased when linguistic, cultural, and personal experiences are valued, understood, represented in the curriculum and classroom practice, and used to help students make connections between what they know and what they are learning. Multiple perspectives and experiences provide opportunities for students to learn about their own culture as well as the culture of others.

At Penn Cambria School District, demographic data shows that we represent a rather ethnically homogenous population, with a very small (less than 1%) population of ELL's. However, our students do bring a wide range of personal experiences and backgrounds with them into the classroom. Significant socio-economic differences exist with approximately 40% of students qualifying as economically disadvantaged. In addition, there are a wide variety of family structures represented within the district. Knowing that experiences and opportunities outside of school vary widely for our students, it becomes imperative for the school to emphasize creating a culture of reading and helping students see themselves as readers. Emphasizing student engagement, focusing on vocabulary development, and helping students develop academic resiliency are three specific ways in which this culture of reading can be fostered.

Important practices related to this guiding principle include:

- *Providing access to high quality reading materials in school libraries and classrooms to help “level the playing field” for students from homes that are not “literacy rich”.*
- *Classroom environments across the district that are positive and respectful.*
- *The use of active and engaging instructional strategies, including strategies for active reading.*
- *Making authentic connections between student experiences and curricular content/reading materials.*

The lack of significant ethnic diversity does create a challenge in preparing students to actively participate in a global culture. Global awareness is an important component of literacy and needs to continuously be fostered. Students must read from a wide range of fiction and non-fiction that represents various cultures and perspectives to help develop a better global awareness. Technology serves as an important tool to this end as it enables us to overcome geographic and cultural isolation by allowing our students to interact with and experience the larger world around us. Students are able to experience the world outside their community using writing, photographs, videos, real-time collaboration, and other experiences made possible through the use of rapidly evolving technology.

- 3) There must be high expectations for all learners and a belief that all are capable of gaining literacy skills that enable them to be successful as adults. Instruction must address the full range of learners, must be differentiated to meet each child's needs, and requires a well-integrated system connecting general, compensatory, gifted, and special education.

At Penn Cambria School District, we believe that all students can learn and that all must demonstrate literacy skills that will enable them to be productive citizens. To accomplish this, we must provide a well-designed, cohesive system of instruction that is varied to meet the needs of each child.

All students receive standards-based instruction across all classrooms with the goal of grade level performance by all. The curriculum for students with special needs is also designed with a focus on high expectations. IEP goals are standards based and focus heavily on literacy skills necessary in adulthood. For students with special needs (including both gifted and special education), accommodations, modifications, and assistive technology are used as appropriate.

To meet these goals, there is a need for consistent, systematic implementation of differentiated instructional strategies across the district. A wide variety of literacy materials, including various genres, formats and levels of text complexity, must be available and used both to teach reading and to use literacy skills to learn content in various subject areas. Differentiation in terms of reading instruction should include not only small group instruction and varying activities in a "learning centers" type of classroom set up, but also be expanded to include adjusting the content planned for large group instruction, varying instructional delivery, carefully planning scaffolding of instruction, adjusting time, and selecting varying materials based on student data and assessment results. These dimensions are not all differentiated in any given lesson or at any given time, but instead are woven together to create a cohesive continuum of differentiation that meets a broad range of student needs. Appropriate literacy instruction to meet the needs of gifted and talented students must also be planned and provided.

- 4) Evidence-based decision making must be at the heart of all instructional decisions related to literacy development.

At Penn Cambria School District, educational decisions must be made based on evidence and data as opposed to just tradition and assumptions. Inside the classroom, the use of data is critical to improvements. It allows us to gather and analyze evidence as reflective educators with regards to these practices to determine their effectiveness.

A comprehensive system of assessments is necessary to ensure educational decisions are based on multiple measures of student data and not just the results of one standardized test. The assessment plan must include benchmark assessments, such as 4Sight and Fountas and Pinnell to measure student progress towards meeting grade-level standards. Diagnostic assessments, such as the CDT assessments and GRADE, will provide specific information about areas of strength and weakness so intervention can be targeted for maximum effectiveness. Formative assessments in the classroom allow teachers to continually monitor and adjust instructional practices and summative assessments are used to determine student achievement and the effectiveness of instruction after a defined period of instruction.

- 5) Educators must be prepared to teach effectively in the schools of the 21st Century and be provided with continuing professional development support that enables them to be lifelong learners.

Research by Joyce and Showers shows that job embedded learning is more effective than one day professional development sessions held in a large group setting.

Additional follow up and support to implement, reflect upon, and evaluate new learning is necessary. This mantra includes a focus on “half as much content with twice as much follow up” for sessions. Instructional coaching, including regular small group meetings, provides an example for how to provide this type of necessary follow up and support..

Teachers are busy professionals with a complex task facing them every day. It is imperative that professional development be relevant and have a clear, direct, practical application that will help them solve problems or challenges they encounter or help them do their jobs better. Simply providing theory and telling teachers that they will need to “know this in the future” is not effective.

It is also important to consider the varying professional development needs of both new and experienced teachers, especially with regards to literacy initiatives, skills and backgrounds. Many effective instructional strategies must be implemented with a degree of fidelity that requires follow up, reflection and refinement of professional practice.

It is equally important that school leadership, including building principals and central office administration at Penn Cambria take part in professional development with the teachers. This is important at all grade levels so that the building administrator gains literacy knowledge and can act as an effective literacy leader who supports, and not contradicts, what teachers are learning.

Section IV: Needs Assessment Review - 2016

Standards and Curriculum

- *The current written curriculum has been revised grades 5-12 and is research based and aligned to the PA Core Standards. The written elementary curriculum needs additional mapping and revision to better align to the PA Core Standards.*
- *A research-based, core literacy curriculum is in place birth-Grade 4. However, this curriculum is more than ten years old and is not specifically aligned to assessment anchors or the PA Core. Changes that impact the fidelity of the program are necessary and already are taking place to meet the literacy needs of students today.*
- *Reading, writing, speaking and listening are systematically integrated across disciplines.*
- *There is not a comprehensive scope and sequence for writing instruction at all grade levels currently in place. However, much progress has been made during the last three years with regards to writing instruction and formal, age-appropriate instruction is now included at each grade level.*

The elementary curriculum must be updated and revised to align to the Pennsylvania Core Standards. In addition to a revised written curriculum, a teacher and family friendly scope and sequence for birth-Grade 12 needs to be developed and used as an instructional roadmap. This scope and sequence will provide a horizontal and vertical articulation of literacy skills and content and serve as the structure for literacy initiatives and improvements. The curriculum needs to specifically

address not only reading, but also writing, speaking and listening. These curriculum revisions will address all students to be sure all have access to a rigorous, standards aligned curriculum.

Standards & Curriculum	In Place	Not In Place	KtO Content Area Modules that would assist	Other Professional Development / Resources that would assist
Birth – Age 5	X		Using Data for Literacy Decision Making	PA Early Learning Standards
K-5th grade	X		Using Data for Literacy Decision Making	PA Common Core Standards implementation resources on SAS / WWC Practice Guides: Improving Reading Comprehension in K-3 rd Grade / Teaching Elementary School Students to Be Effective Writers
6th-8th grade	X		Using Data for Literacy Decision Making Reading Apprenticeship	PA Common Core Standards implementation resources on SAS / WWC Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices / Morton Botel's The Plainer Truths
9th-12th grade	X		Using Data for Literacy Decision Making Reading Apprenticeship	PA Common Core Standards implementation resources on SAS / WWC Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices / Morton Botel's The Plainer Truths

Assessment

- A district literacy assessment plan, including a calendar, which includes purposes, measures, schedules and targeted students needs to be developed and shared birth-Grade 12 for all stakeholders.
- Valid and reliable Benchmark and Diagnostic assessments are used in some grade levels.
- Data from these assessments is readily available to teachers but not in one central location.
- Data is routinely analyzed and reviewed.
- The district currently has a part-time data liaison specifically for the keystones to Opportunity grant. District administration assumes other data leadership responsibilities.
- Various benchmark and diagnostic assessments, along with state assessments, are given in a standardized manner across students, classes and schools. Some grade levels have “data gaps” due to changing nature of state assessments and availability of efficient standardized assessments (in terms of money and time).
- Use of formative assessment process in all classrooms is needed.
- A universal screener is not in place at the elementary level.

District Current Literacy Assessments – 2015-2016 School Year

Assessment	Targeted Students	Frequency/Time	Purposes/Measures
PA Core PSSA - ELA	Grades 3-8	April 2016 / Once per year	Summative –Measures student reading and writing proficiency in relation to PA Core Assessment Anchors

<i>4Sight Reading</i>	<i>Grades 3-4</i>	<i>2 times per year (September and January) May assessment is available as well</i>	<i>Benchmark Assessment – Measures student predicted proficiency on PSSA Reading Assessment</i>
<i>GRADE</i>	<i>Grades 5-6 and 9-10</i>	<i>3 times per year (September, January, May)</i>	<i>Diagnostic Assessment – Vocabulary, Reading Comprehension, Listening Comprehension</i>
<i>Fountas & Pinnell</i>	<i>Grades K-2</i>	<i>3 times per year (Nov, Jan, May)</i>	<i>Provides updated information for guided reading placement and current reading levels</i>
<i>Ages and Stages</i>	<i>Pre-K Counts</i>	<i>Once per year</i>	<i>Diagnostic Screener- Early childhood development</i>
<i>Work Sampling</i>	<i>Pre-K Counts</i>	<i>3 times per year (Fall, Winter and Spring)</i>	<i>Observational Assessment – Measures student development in personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health.</i>
<i>Classroom Assessments</i>	<i>K-12</i>	<i>Varies</i>	<i>Curriculum based formative and summative assessments</i>

Assessments	In Place	Not In Place	KtO Content Area Modules that would assist	Other Professional Development / Resources that would assist
<i>Birth – Age 5</i>	X		<i>Using Data for Literacy Decision Making</i>	<i>Bernhardt’s Data Analysis model / OCDEL resources</i>
<i>K-5th grade</i>	X		<i>Using Data for Literacy Decision Making</i>	<i>WWC Practice Guide: Using Student Achievement Data to Support Instructional Decision-Making / Bernhardt’s Data Analysis model</i>
<i>6th-8th grade</i>	X		<i>Using Data for Literacy Decision Making</i>	<i>WWC Practice Guide: Using Student Achievement Data to Support Instructional Decision-Making / Bernhardt’s Data Analysis model</i>
<i>9th-12th grade</i>	X		<i>Using Data for Literacy Decision Making</i>	<i>WWC Practice Guide: Using Student Achievement Data to Support Instructional Decision-Making / Bernhardt’s Data Analysis model</i>

Instruction

- Adequate blocks of time are devoted to literacy instruction K-12.
- An intervention system for struggling readers is in place at the elementary level through limited pull out interventions and some after-school and summer school interventions. At the high school level, a HS Literacy class is available (one credit reading intervention). However, we have significant gaps in interventions, especially at the middle level.

- *Use of effective literacy-based instructional strategies across all classrooms, especially content area classrooms, continues to develop to meet the needs of our students.*
- *Teachers and administrators continue to need additional professional development to recognize and institute research-based effective literacy instruction at all grade levels.*
- *There is a district adopted evidence-based curriculum in grades 5-12 which has been recently written/revised.*

Teachers are willing to provide literacy connected instruction across grade-levels and content areas but are still developing a common framework, foundation, or understanding of how to consistently and effectively provide this instruction, especially in secondary content areas. All teachers need to know and use effective, research-based literacy instructional strategies. Small group teacher team meetings at the middle and high school, instituted during the 2012-2013 school year with Keystones to Opportunity target group teachers, are beginning to provide this framework and build a common understanding. Administrators are also participating in literacy team meetings and baseline professional development.

An intervention for struggling readers remains an area of great need.

Instruction	In Place	Not In Place	KtO Content Area Modules that would assist	Other Professional Development / Resources that would assist
Birth – Age 5	X		<i>Building Blocks of Literacy</i>	<i>LETRS</i>
K-5th grade	X		<i>Building Blocks of Literacy</i>	<i>Penn Literacy Network / LETRS / Instructional Coaching / What Works Clearinghouse practice guides for improving reading comprehension and assisting students struggling to read</i>
6th-8th grade	X		<i>Building Blocks of Literacy Reading Apprenticeship, Literacy Design Collaborative</i>	<i>Penn Literacy Network / Instructional Coaching / What Works Clearinghouse practice guide focused on improving adolescent literacy</i>
9th-12th grade	X		<i>Reading Apprenticeship, Literacy Design Collaborative</i>	<i>Penn Literacy Network / Instructional Coaching/ What Works Clearinghouse practice guide focused on improving adolescent literacy</i>

Professional Learning and Practice

- *Literacy based professional learning is taking place. Over the last three years, we have expanded our efforts to include literacy based professional learning at all grade levels and across subjects. Obviously, gaps still exist, but the literacy plan has provided a framework and common goals that are helping to shape the PD offered.*

- *There are still gaps in professional knowledge among district educators due to a lack of coherent literacy based professional development for all levels.*
- *Administrators do attend and participate in professional development sessions.*
- *Initiatives are not always sustained with continuing professional development and support across years, although instructional coaching across many grade levels and regular small group meetings is beginning to change this norm.*
- *Classroom implementation of professional learning is sometimes inconsistent and we lack data to provide a true picture of implementation. We have no systematic evidence to show if new learning is implemented across all classrooms or successfully impacting student achievement. However, observation data does note use (or lack of use) of strategies learned from PD.*
- *Since the 2012-2013 school year, several steps have been made to include more follow up, support and monitoring of professional learning. These steps include, the continuation of grade level meetings at the elementary level, the introduction of small group weekly teacher meetings at the middle and high school focused on professional learning, follow up and data for the KtO target group teachers at the middle and high school and the use of instructional coaching for teachers. In addition, a district literacy team has been formed and meets regularly to help guide and provide focus on effective literacy practices.*
- *Adult learners need more authentic, useful professional development, more specific strategies and more modeling.*

It is important to pay significant attention and give priority to the tenets of adult learning theory when planning educator professional development. Of significant note are the following points:

- *Adult learners have a deep need to be self-directed and will resist if they feel their own competence is being called into question.*
- *Adult learners have an important need to feel the learning is realistic and directly relevant to their day-to-day activities.*
- *Adult learners need to participate in concrete experiences and in small group activities to move to application, analysis and synthesis of new learning. This will provide opportunities for reflection, follow up and support as we recognize, respect and take advantage of the varying competencies and experiences of the educators participating in the professional development.*
- *Transfer of adult learning to practice must be facilitated using instructional coaching and other follow-up support.*

However, the topics of such professional development must be based on sound educational research and focus on effective instructional strategies for helping students develop literacy skills and for using literacy to learn in the content areas.

Implementation must be supported, but must also be a non-negotiable expectation across classrooms.

<i>Professional Learning and Practice</i>	<i>In Place</i>	<i>Not In Place</i>	<i>KtO Content Area Modules that would assist</i>	<i>Other Professional Development / Resources that would assist</i>
<i>Birth – Age 5</i>	X		All modules are Literacy PD	LETRS - OCDEL
<i>K-5th grade</i>	X		All modules are Literacy PD	LETRS – What Works Clearinghouse Practice Guides containing specific recommendations for classrooms, Instructional Coaching

6th-8th grade	X		All modules are Literacy PD	What Works Clearing House Practice Guides containing specific recommendations for classrooms – PA Institute for Instructional Coaching and the Penn Literacy Network
9th-12th grade	X		All modules are Literacy PD	What Works Clearing House Practice Guides containing specific recommendations for classrooms – PA Institute for Instructional Coaching and the Penn Literacy Network

Literacy Leadership, Goals, and Sustainability

- Secondary principals are becoming more confident in their ability to provide literacy-specific leadership based on our literacy work during the last several years.
- Administrators support and encourage the effective use of literacy in content areas.
- Avoiding fads and fluff is sometimes a challenge as claims of improved student achievement or standards alignment and clever marketing can be rather overwhelming when searching for appropriate materials and programs. However, recommendations from research are often used as a guide when selecting materials.
- Appalachia Intermediate Unit 8 is used to provide professional development and some literacy leadership. At the secondary level, most literacy PD is provided in-house while at the elementary level, some consultants continue to be used to provide professional development.
- District Literacy Achievement Goals are not well articulated to the general public. We don't clearly articulate or share what we want students to know and be able to do at each grade level.
- Literacy is currently "front and center" throughout the district thanks in part to the work of the district literacy team which has been active since the 2012-2013 school year in providing literacy leadership and focus. The literacy team is comprised of a wide variety of representatives from across the district and community.
- Instructional coaches (funded by keystones to Opportunity and Title 1) are providing literacy leadership across the district.

<i>Literacy Leadership, Goals and Sustainability</i>	<i>In Place</i>	<i>Not In Place</i>	<i>KtO Content Area Modules that would assist</i>	<i>Other Professional Development / Resources that would assist</i>
<i>Birth – Age 5</i>	X		Using Data for Literacy Decision Making	OCDEL guidelines for program and OCDEL resources
<i>K-5th grade</i>	X		Using Data for Literacy Decision Making	PILS Leadership Coursework
<i>6th-8th grade</i>	X		Using Data for Literacy Decision Making	PILS Leadership Coursework
<i>9th-12th grade</i>	X		Using Data for Literacy Decision Making	PILS Leadership Coursework

Transition

- Due to the building and grade level structure within the district, our students face a large number of vertical transitions. Open houses are held annually in each building in August.
- Transition activities into Pre-Kindergarten and Kindergarten are well-planned and executed to provide students, families and teachers with the information and support needed for successful transitions. In addition, the transition to grade 5 (PCMS) has been improved through careful planning and better utilization of time.
- Moving up slips are used at the elementary level, but no specific time is dedicated to teacher meetings for transitions from one grade to the next.
- Transitions for students with special needs are consistently and effectively handled across the district.
- There are tools and information already at our disposal that we may not be using to the fullest potential to aide transitions. Data may be collected, but is not always shared with all pertinent stakeholders.
- The district does document graduation rates.
- The district has not provided any specific professional development targeted to transitions, although many teachers continue to learn, reflect and share effective transition practices at the elementary level.
- Expectations for student achievement at each grade level are not always clearly defined.
- Communication with families is facilitated by using newsletters, website and global telephone announcements, parent handbooks, parent conferences, open-houses, school tours and visits provide ongoing transition information and support.
- Open houses are held in each building before the start of the school year and are very well attended district-wide.

Clearly defining expectations for student achievement in literacy across all grade levels would help all stakeholders, including students, families and teachers. This would allow all stakeholders to better work together to provide a cohesive literacy program that builds upon itself and consistently increases expectations at appropriate levels for student learning.

Transition	In Place	Not In Place	KtO Content Area Modules that would assist	Other Professional Development / Resources that would assist
Birth – Age 5	X		Successful Transitions Along the Literacy Continuum	
K-5th grade	X		Successful Transitions Along the Literacy Continuum	
6th-8th grade	X		Successful Transitions Along the Literacy Continuum	
9th-12th grade	X		Successful Transitions Along the Literacy Continuum	

Partnerships

- The district collaborates with both OCDEL through the Pre-K Counts program and with the local Head Start program. The district has participated in LEARN activities in the past.
- The district maintains an updated list of all local early childhood pre-school programs within the district boundaries, along with information about any accreditations and Keystone STARS participation. This is provided to new district families and to others at request. In addition, representatives from these programs participate as part of the district literacy team.
- We have dual enrollment partnerships with local colleges and universities.
- With parents and the community we have many effective and efficient methods of communication, including some technology facilitated communication (ex: ClassDojo, Remind, etc). However, we engage in one-way communication more than we engage in two-way communication or true collaboration.

More effective partnerships could be built and maintained, especially at the secondary levels, to better serve our community, our families, and our students. Partnerships with the community, employers and post-secondary institutions would help provide a better vision, resources and information to facilitate our goal of preparing our students to be productive and literate citizens.

There is a reported gap in the verbal development of students entering kindergarten. Highlighting the importance of verbal communication would be beneficial as both a way to improve speaking and listening skills, but also as a way to develop partnerships with families and the community.

Partnerships	In Place	Not In Place	KtO Content Area Modules that would assist	Other Professional Development / Resources that would assist
Birth – Age 5	X		Family Engagement and Family Literacy	OCDEL resources
K-5th grade	X		Family Engagement and Family Literacy	OCDEL resources – State Parent Advisory Council and Parent Information and Resource Center
6th-8th grade	X		Family Engagement and Family Literacy	State Parent Advisory Council and Parent Information and Resource Center
9th-12th grade	X		Family Engagement and Family Literacy	State Parent Advisory Council and Parent Information and Resource Center Dual Enrollment resources and collaboration with higher education

Section V: Setting and Prioritizing Goals

As the Penn Cambria Literacy Team worked through the planning process during the fall of 2012 and analyzed the guiding principles that shape our beliefs about literacy and assessed the current state of literacy practices within the district, many clear needs emerged. However, the team felt it was equally important to prioritize the needs according to what was realistically attainable in a defined period of time given resources we have available. By focusing on a reasonable number of realistic goals, we feel we have the opportunity to truly impact literacy within the district. In addition, the team found that these needs are not independent, but instead are interrelated and progress in some areas must be made to provide direction and guidance for other areas. Each year, the district literacy team will identify no more than 3 specific areas of focus or specific action plans for the upcoming school year. These goals will provide a common, cohesive area of focus for efforts birth-grade 12.

The following are the overall goals prioritized and set by the Penn Cambria Literacy Team.

Title of Section	Goal	Rationale
Standards and Curriculum	Literacy instruction aligned with the PA Core Standards along a grade level continuum from grades K-12 including a family and teacher friendly scope and sequence for language arts.	The curriculum, including a well-defined scope and sequence, provides the spine of all district literacy initiatives, projects and programs. Well-articulated expectations are necessary and providing the goal upon which to focus.
Standards and Curriculum	Improve student writing skills and meet expectations for student writing outlined in the PA Core Standards by providing clear expectations for student writing performance at each grade level and in content area classrooms.	Writing skills are a critical component of literacy and necessary in order to be a contributing member of society. In addition, writing is also a valuable instructional strategy across all content areas.
Instruction	Improve student reading achievement and literacy skills in all content areas by implementing evidence based literacy instructional strategies in all content classrooms K-12.	The success of literacy initiatives and student achievement in literacy is most directly affected by what happens at the classroom level. Therefore, it is vitally important that every teacher is proficient in using effective literacy-based strategies within the classroom.
Partnerships	Improve collaboration and transition for children birth-age 5 by implementing a community awareness initiative focused on speaking and listening. Improve transitions for students PK-12.	Speaking and listening skills are necessary literacy skills that are easily strengthened and reinforced during early childhood in the home. This will also provide an effective vehicle to increase partnerships and collaboration with families and the entire community.

Instruction	<i>Ensure effective interventions for struggling readers are implemented K-12.</i>	<i>Interventions for struggling learners are necessary at all levels to be sure all students have the opportunity to succeed. However, it is equally important to monitor the effectiveness of the chosen interventions on student achievement and make adjustments as necessary.</i>
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Section VI: Dissemination of Plan

In addition to communicating this literacy plan to all stakeholders, the team must also communicate the ongoing work towards implementing these literacy goals and monitoring the effectiveness of the implementation in terms of student achievement and literacy. This literacy plan is a living document that should be updated on an on-going basis.

To communicate the initial literacy plan and the literacy goals set by the team, the following strategies will be used:

- The plan, in its entirety, will be available on the district website.*
- Recommended changes to the plan over time will be shared with the board of education.*
- The plan will be shared with faculty using contracted before and/or after school faculty meetings.*
- The plan will be publicized at open houses and during parent conferences.*
- The plan, and a subsequent focus on literacy, will be kept front and center and used for literacy budget decision making, for professional development planning, for curricular decision making and for resource allocation.*
- Principals and/or classroom teachers will share grade-appropriate “student friendly” highlights of the plan at either grade level student meetings or during building-wide assigned classroom time dedicated to sharing this information.*

Section VII: Assessing and Reporting Progress

A complete overview of the assessment process is included in the chart below. The Penn Cambria Literacy Team will serve as the review body to look at literacy progress towards meeting goals across the entire district, while smaller teams, grade levels and building levels will look at data specific to the audience. A systematic review will be held annually by the literacy team to review literacy data and make adjustments to action plans and goals as appropriate.

What Needs To Be Assessed	Assessment(s)	When	Who	Plan for Data Analysis
<i>Student Reading Achievement / Progress</i>	<i>PSSA ELA or Keystone Literature assessment</i>	<i>Spring (PSSA) January and/or May (Keystone)</i>	<i>Grades 3-8 (PSSA) High School (Keystone)</i>	<i>Summer data team meetings and 30 minute data team meetings in fall to determine effectiveness of current programs/strategies and to plan changes based on student results</i>

<i>Student Reading Achievement / Progress</i>	<i>GRADE</i>	<i>September, January, May</i>	<i>Grades 5, 6 9 and 10</i>	<i>Data analysis meetings held during KtO weekly meeting time to plan for changes in interventions and/or classroom instruction</i>
<i>Student Reading Achievement / Progress</i>	<i>4Sight</i>	<i>September & January</i>	<i>Grades 3-4</i>	<i>30 minute data team meetings after each testing window to analyze results by grade level and to plan changes to classroom strategies based on student results</i>
<i>Student Writing Achievement</i>	<i>Constructed Response scores TDA / PSSA ELA / PSSA Science/ all Keystone exams</i>	<i>Spring</i>	<i>Grades 3-8 and HS keystones</i>	<i>30 minute data team meetings after each testing window to analyze results by grade level and to plan changes to classroom strategies based on student results</i>
<i>Student Writing Achievement</i>	<i>Common Classroom Assessments</i>	<i>Ongoing throughout school year</i>	<i>Grades K-12</i>	<i>Grade level or teacher team meetings to group score and/or group analyze student writing samples</i>
<i>Implementation of Common Core Curriculum</i>	<i>Classroom observations / review of classroom assessments / lesson plan review</i>	<i>Ongoing throughout school year</i>	<i>Grades K-12</i>	<i>Analysis of data during administrative meetings with follow up meetings for individual departments/grade levels as needed to support/ensure implementation</i>
<i>Oral Language Skills for Children entering kindergarten</i>	<i>Kindergarten classroom assessments</i>	<i>Ongoing throughout school year</i>	<i>Kindergarten</i>	<i>Grade level teacher team meeting to analyze classroom assessment results for student oral language skills.</i>
<i>Teacher Use of Research Based Literacy Strategies in Content Area Classrooms</i>	<i>Lesson plan review data/classroom observation data / teacher survey responses</i>	<i>Throughout school year</i>	<i>All teachers K-12</i>	<i>Admin team (individual and building data) & PC Literacy Team (compilation of data only) meet to review overall data regarding use of literacy strategies in classrooms and use data to adjust action planning for professional development and implementation strategies.</i>
<i>Effective Instructional Strategies including use of technology</i>	<i>HEAT walkthrough observations</i>	<i>September & May</i>	<i>Keystones to Opportunity Teachers (teachers of target group students grades 5,6, 9 and 10)</i>	<i>Admin team, Literacy team and professional development committee review of aggregate data to determine effectiveness of professional development and plan for future professional development.</i>
<i>Intervention Effectiveness</i>	<i>Common classroom assessments directly related to intervention objectives</i>	<i>Ongoing throughout intervention cycles</i>	<i>Students participating in interventions</i>	<i>Grade level or teacher team meetings to analyze student achievement and effectiveness of interventions so that adjustments can be made as necessary.</i>